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Survey of reading interests of second graders as compared with their preschool aural experiences of literature

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A SURVEY OF READING INTERESTS OF SECOND GRADERS
AS COMPARED WITH THEIR PRESCHOOL AURAL
EXPERIENCES OF LITERATURE

by

Sister Eileen Curran, S.S.N.D.

A RESEARCH PAPER
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This Research Paper has been
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Sister Marie Colette
Advisor

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CHAPTER I

THE PROBLEM

Introduction

A love and joy for reading is a vital part of every child's life. The development of enthusiasm and continuing interests in reading is an important factor in determining a child's reading growth patterns. The home and school play a significant role in cultivating a child's interests in books. "Children learn what they are taught, and parents are a child's first teachers. From parents, children learn their basic values and attitudes toward school and the values they put on such academic tasks as learning to read."¹

Since home environment is a determining factor for the development of reading interests, the writer undertook this study to further investigate how a child's preschool exposure to books nurtured or effected present interests through a free choice selection of library books.

Statement of the Problem

The purpose of this study was to conduct a survey of reading interests of second grade pupils as compared with

¹Mildred Beatty Smith, Home and School: Focus on Reading (Glenview, Illinois: Scott, Foresman and Company, 1971), p. 11.

their preschool aural experiences of literature. The study confined itself to the following categories: (1) adventure, (2) animals and creatures, (3) fairy tales, folk, and fantasy, (4) humor and nonsense, (5) occupations, (6) science and nature, and (7) stories about children. Categories were established through the use of the Children's Catalog.¹

This study sought to investigate the following specific objectives:

1. Does a child's interest or lack of interest in books reflect parental involvement?
2. Was there a significant difference in the children's choice of books during the interviews as compared with the actual selection of the books read?
3. Which category of literature appealed most to the children in choosing library books?

Scope and Limitations

This study was limited to fifty-three second grade children from Sacred Hearts School, Sun Prairie, Wisconsin. The project extended for a period of four months, beginning in November and culminating at the end of February, 1972. The instructional reading levels of the children varied from low second to high fourth.

Data on preschool reading experiences were collected through a survey questionnaire sent to the parents of the children involved in the study.

This study of necessity was of short duration due to

¹Estelle A. Fidell and Rachel Shor, The Children's Catalog (New York: H. W. Wilson Co., 1966).

a number of limiting circumstances. The parents' survey questionnaire was limited by their ability to recall preschool aural experience with literature of their children.

Significance of the Study

In the work of fostering interests, the teacher is well aware of the need for parents to become involved in establishing reading experiences for children at an early age. There is need to study in greater depth the development of reading interests and the experiential background of the children.

Several studies have been made of the reading interests of primary children, but research concerning the extent to which preschool aural experience of literature has influenced present reading has been limited. The significance of parental involvement and the degree of interest second grade children exert in the choice of certain categories should prove helpful to the teachers in selecting books that appeal to this age level. In an effort, therefore, to better understand the reading interests and needs of children, the writer undertook this study.

CHAPTER II

SURVEY OF RELATED LITERATURE

The writer examined literature pertaining to parental involvement in preschool children's reading interests, teacher and primary children's reading interests, methods of determining, creating, and enriching reading interests.

Parents and Preschool Children's Reading Interests

Every child needs literature. Children need early exposure to stories for entertainment and enjoyment, for ideals and spiritual values. Children need a rich and varied introduction to the world of literature to expand their horizons and enrich their understandings and appreciation of life.

Evidence continues to mount that reading books aloud to children is the best possible way to ensure their success in learning to read. Nation-wide surveys support a conviction that teachers have long held, that youngsters who do well in reading at early levels are the ones who have been read to at home and who are surrounded with books from their nursery days.¹

¹"How to Help Your Child Do Well in School," The U.S. News and World Report, LXVII (October, 1969), pp. 49.

A number of research studies evaluating home pre-reading experiences have been conducted. Different instruments were used to determine the home prereading experiences occurring in families of varying social groups. Questionnaires and parental interviews are two types of instruments used in order to ascertain preschool children's interest in books and later success in reading.

Since the writer had undertaken a parental questionnaire study of second grade children to determine their preschool aural experiences of literature, it was deemed necessary to examine other types of research related to survey questionnaires or interviews pertinent to the preschool children's experiences.

Almy¹ reported significant relationships between children's home prereading experiences and success in first grade reading as measured by standardized reading tests and teacher rating.

The group selected for study included 106 children in five first grades in three different schools. The appraisal of experiences prior to first grade was made at the end of the first grade through interviews with the parents, who were asked to give retrospective information on the children's experiences.

¹Millie Almy, "Children's Experiences Prior to First Grade and Success in Beginning Reading," Teachers College Record, LI (March, 1950), pp. 392-293.

The research findings indicated that later success in reading was due to a wide variety of experiences with books.

A similar study done by Plessas and Oakes,¹ explored in depth certain preschool experiences relating to the reading development of selected first graders who were early readers.

During January and February the parents of twenty selected children answered a questionnaire patterned after one developed by Almy.² Different types of questions were asked about the children's prereading activities. Several questions were concerned with the child's personal interest in reading. Other questions inquired about early exposure to literature.

The responses relating to preschool reading experiences indicated that all the children were read to extensively. Daily reading was provided for nineteen of the children at home, and at least five children were read to several times a day. "In general, early readers are bright children who have had frequent associations with a variety of pre-reading experiences, with some attention given to beginning reading instruction prior to first grade."³

¹Gus P. Plessas and Clifton R. Oakes, "Prereading Experiences of Selected Early Readers," The Reading Teacher, XVII (January, 1964), pp. 241-245.

²Almy, "Children's Experiences Prior to First Grade and Success in Beginning Reading," p. 392.

³Plessas and Oakes, "Prereading Experiences of Selected Readers," p. 245.

Further research pertinent to prereading experiences was conducted by Miller.¹ The research consisted of structured home interviews over a period of two years as a measure of prereading experiences with 55 mothers of three social classes. The middle class mothers were members of college or executive families; the upper-lower class were members of the high-school educated families; and the lower-lower class were predominantly elementary school educated. All of the mothers had children who were attending public school kindergarten at the time of the interviews.

Results of the study indicated that children in the middle class had often heard books or stories read to them by a parent or an older sibling. In the two lower groups, the majority of the children heard books or stories read to them but less often than in the families of the middle class. Although public libraries in the area were quite accessible, very few of the fifty-five children had ever gone to the library for books. Most of the children in the middle class had dramatized stories which they had heard read or told to them, but few of the children in any of the three groups had made up stories. The children in the two upper groups had "pretended to read" and were able to interpret pictures. Some of the lower-lower class had "pretended to read," but were not able to interpret pictures.

¹Wilma Miller, "Home Prereading Experiences and First-Grade Reading Achievement," The Reading Teacher, XXII (April, 1969), pp. 641-645.

The results of the statistical analysis for significant differences in home prereading experiences indicated the middle-class children had participated in the greatest variety of activities, and lower-lower class children in the least variety. This seemed to indicate that middle-class children might be the best prepared for the beginning of reading.¹

The study also implied that adults who read and were interested in reading established a precedent which created an interest in reading for the preschool child.

Larrick further expresses the importance of adult interest in reading by the following statement:

Every time you read aloud or let your child browse through a picture book, he sees that you are interested in reading. When you visit the library or invite him to tell about books he has borrowed, he knows that reading is important to you. From your example, he will conclude that reading is a pleasure.²

The U.S. News and World Report³ carried an account of a national survey that enlisted the responses of 1,045 mothers of first graders. Parents of high-achieving first graders usually had read to their youngsters in preschool years and also had provided more reading material in the home than the parents of low achievers. The parents of high achievers were also willing to talk more with their children about school activities and other subjects of interest to boys and girls.

¹Miller, "Home Prereading Experiences and First-Grade Reading Achievement," pp. 641-645.

²Nancy Larrick, You and Your Child's Reading: A Guide for Parents (New York: Doubleday and Company, Inc., 1969), p. 9.

³U.S. News and World Report, October, 1969, pp. 49-50.

The greatest contrast in child-rearing practices between the two groups showed in the area of early reading-exposure. Seventy-nine per cent of the high achievers had been read to regularly in their early years by some member of the family; in contrast, only forty-eight per cent of the poor students had had experience. The difference clearly indicates that early exposure to reading materials is crucial to a child's performance in the first grade.¹

Entwisle² refers to the fact that middle-class mothers are more likely to read to their children. This behavior could help mediate social-class differences in reading, increase vocabulary, train the child to listen, and stimulate interest that leads to further reading. Even before the age when reading aloud to children is begun, material activities may shape children's interests.

The different research studies noted by the writer stressed the importance of book experience for the very young child.

For many children, Mother Goose is their first introduction to the world of literature. By the time children are a year old, they show delight in simple nursery rhymes and games. Children love the sound of the words for they are experimenting with language in this period of their development.

Children cannot be introduced to books too early. The young child in the early stages of language develop-

¹Ibid., p. 50.

²Doris R. Entwisle, "Implications of Language Socialization for Reading Models and for Learning to Read," Reading Research Quarterly, ed. Roger Farr and Sam Weintraub. Vol. VII (Newark, Delaware: International Reading Association, 1971), p. 147.

ment enjoys the process of identifying and naming the objects or animals found in alphabet books and counting books. He is attracted to the language pattern of Mother Goose, the alliterative sound of the words, the rhyme, and nonsense verse. The characters and stories of Mother Goose appeal to him also. Every child should have an opportunity to see and hear at least one of the many varied and beautiful Mother Goose editions.¹

Picture books and storybooks with pictures are of interest to preschool children. First attention to picture books begins at about eighteen months of age and then gradually increases. Experience with picture books provides preparation for reading. Pictures for young children should depict subjects familiar to him, such as, cats, dogs, cars, toys, boys and girls, and adults. Little children love to look at picture books with their parents.

The twentieth century has witnessed the phenomenal growth of picture books and picture storybooks. These books are well-written and beautifully illustrated. The text and pictures are so unified that children may "read" the pictures as an adult reads the story. Children do not appear to enjoy any one style of illustrating better than another.²

Telling or reading stories to children can go hand and hand with the viewing of pictures. Young children enjoy listening to storytelling if the story is kept within the limits of their attention span. Parents should watch their children carefully during the reading or telling of stories so as to continue only as long as their attention is readily held.

¹Charlotte Huck and Doris Young, Children's Literature in the Elementary School (New York: Holt, Rinehart and Winston, 1968), p. 112.

²Ibid., p. 112.

Those who read to children accept both a wonderful opportunity and a fair-sized responsibility. For through reading aloud to young children one can share the joy and wonder of broadening acquaintances in the world of books and whet their appetites for more stories and poems as well as influence--hopefully--their literary tastes that will last a lifetime.¹

By the time children reach the age of four and five, they are on the threshold of reading. They speak more distinctly than younger children, do a lot of talking and ask more questions. The whole world is larger at four and five, and these children are trying to take it all in. Although four- and five-year olds still enjoy nursery rhymes, they are ready for longer stories. Children at this age should have the opportunity to select their own books.

Visiting the public library to select books and enjoy the story hour are essential steps in a child's life. Regular visits to the public library establish the fact that the library is as important as a gas station or a shopping center. Children should be allowed to explore books and select several books for read-aloud time.

Arbuthnot² suggests that books which adults choose for children should be varied in style and text. Therefore, the adults should have definite guidelines for choosing books for children. The first consideration in the selection

¹Leland Blair Jacobs, Using Literature with Young Children (New York: Columbia University Teachers College Press, 1965), p. 11.

²May Hill Arbuthnot, Children's Reading in the Home (Glenview, Illinois: Scott, Foresman and Company, 1971), pp. 15-16.

of books should be the children's needs. The needs of children are determined in part by their background, attitudes, abilities, and interests. Selection of picture books and stories for young children does not pose a problem. Many and various sources are available for adults in choosing books for preschool children. The difficulty does not lie in the selection of books but in the interest and time given by adults to young children.

The child is fortunate whose parents take the trouble during the preschool years to give him a generous amount of book experience, who see that he has a few books of his own, teach him to care for them properly and to treasure and enjoy them. This will prepare him in many ways for beginning reading when he enters school.¹

Teachers and Primary Children's Reading Interests

Interest in literature must start during the preschool years and continue throughout the school years. The teacher is an important person in fostering and developing a child's love for literature. The process of stimulating reading interests involves the expansion and enrichment of the child's interests.

One of the most important goals of reading instruction is to develop a personal interest in reading. Personal reading enhances interests, encourages children to choose reading in preference to other attractive media, and serves as a powerful motive to improve reading competence. Interest in reading should begin early and be

¹Miles A. Tinker, Preparing Your Child for Reading (Chicago: Holt, Rinehart and Winston, 1971), p. 113.

nurtured throughout the school years if it is to continue into adulthood. Teachers must be sure that personal reading is valued as highly as competence in the skills and abilities involved in learning to read.¹

DeBoer² stresses the point that in the development of reading interests, the teacher is the key factor. The teacher must establish a rapport with the children, demonstrate genuine enthusiasm for books, provide an atmosphere conducive to voluntary reading and encourage free choice selection of books.

The role of the teacher is twofold. To provide the most effective instruction in reading, it is necessary for him to make the most dynamic tendencies furnished by each child's interests. Secondly, the teacher should provide the lead in broadening the interests of his pupils and in stimulating new interests. In other words, the reading interests with which children arrive at school supply the teacher with his opportunity. But he must remember that the reading interests with which they leave school may be very largely his own creation.³

If the teacher is to provide for a wide variety of experiences to develop interests and taste in books, a knowledge and love for children's literature is essential. The teacher should read children's books, develop interesting and provocative questions on them, know their characters and have a wide acquaintance with the rapidly growing supply of children's books.

¹Helen M. Robinson, Coordinating Reading Instruction (Glenview, Illinois: Scott, Foresman and Company, 1971), p. 131.

²John J. DeBoer and Martha Dallaman, The Teaching of Reading (Chicago: Holt, Rinehart and Winston, 1970), p. 358.

³Guy L. Bond and Miles A. Tinker, Reading Difficulties: Their Diagnosis and Correction (New York: Appleton-Century-Crofts, 1967), p. 448.

Most important is the teacher's contagious love of children's literature and books. If the teacher feels the need, he should take additional course work in children's literature and appreciation of the related art and music areas. He should go to the library and get some of the good books on the art of the storyteller and study them. He should be thoroughly familiar with the works of Nancy Larrick, May Hill Arbuthnot, Leland Jacobs, and others in the field of recommendations and analyses of children's literature.¹

Through the years teachers have attempted to discover the reading interests of children at different age and grade levels. Teachers have learned that certain general patterns become evident at different stages of maturity. Numerous factors that affect maturity in the development of reading interests are age, health and physical development, school environment, home training, mental ability, and sex.

Although certain general trends in the reading interests of primary children can be predicted, the individual interests of children vary a great deal. Children from the ages of five to eight look for immediate satisfaction from their reading. Some children seek information rather than a story from books. Easy selections satisfy their curiosity and pleasure is obtained from the stories read.

If reading is associated with satisfying physiological and psychological needs, it becomes a meaningful activity that the child is apt to repeat. This repetition can result in a continued motivation to read. Reading itself becomes interesting. Thus interest in reading is acquired by the individual, based on his constitutional nature, his personality, and his set of

¹Clifford L. Bush and Mildred H. Huebner, Strategies for Reading in the Elementary School (New York: Macmillan Company, 1970), p. 193.

unique experiences. He finds pleasure in the use of his mind and organs and learned ability.¹

The general studies of children's reading interests show definite trends related to age. Primary children prefer stories about adventure, animals, humor, fantasy, fairy tales, and stories about home and school life. Intermediate and upper elementary children reflect likes and dislikes for certain subjects, authors, stories, and poetry.

Spache² states that although research studies are significant reflections of the preferences of chronological age groups, they are greatly limited in predicting or understanding the interests of a particular child. Every child develops the many facets of his personality at different rates. General studies of reading interests based on age levels can serve only as the beginning point for noting the particular child's variations from these standards.

Sex differences in reading interests begin to emerge as soon as children are reading on their own. Clearcut differences in the interests of boys and girls emerge as early as the first grade. The Byers³ study of the recorded tapes of children during "sharing" time exemplifies this differentiation. Both sexes had favorite topics such as living

¹Ibid., p. 189.

²George D. Spache, Good Reading for Poor Readers (Champaign, Illinois: Garrard Publishing Company, 1970), p. 3.

³Loretta Byers, "Pupils' Interests and the Content of Primary Reading Texts," The Reading Teacher, XVII (January, 1964), p. 229.

things, possessions, personal experiences, and outdoors. Boys talked about accidents, mishaps, and adventure as personal experiences, while girls spoke of illnesses, birthdays, and parties.

Zimet reports that "One of the most highly significant factors in reading interests is the difference in boy-girl preference. No other single determinant has received as much support and agreement in literature."¹

Most other authors seem to agree that sex is not as important a factor as maturity in the development of reading interests until grades three and four. In general, the factor of intelligence tends to affect reading preferences in the same manner as chronological age. Spache² mentions that children with lower mental age prefer to read simple stories about activities that are familiar to them. Children with high mental ability choose books that represent a wide variety of interests.

Among the psychological bases of children's interests probably no other factor is as important as the individual child's self-concept. If the child feels secure in his personal life, in his learning in school, he will read material available in his free time for pleasurable reading.³

¹Sara F. Zimet, "Children's Interest and Story Preference: A Critical Review of the Literature," Elementary School Journal, LXVII (December, 1966), p. 126.

²Spache, Good Reading for Poor Readers, p. 5.

³DeBoer and Dallaman, The Teaching of Reading, pp. 190-191.

Many studies have been conducted to determine children's pleasurable reading interests. In 1960, Gray¹ noted that almost 300 studies of reading interests had been made up to that time. Despite the fact that many interest studies were made, researchers have grossly neglected the reading interests of very young children.

One major reason for the neglect relates to the questioning of the reliability and the validity of information collected from preschoolers, kindergarteners, first-and-second graders. Instead of developing and refining new techniques for evaluating the interests of young children, researchers have been inclined to draw inferences from research done with older children. No systematic attempt has been made to assess the appropriateness of this procedure.²

In quest for information about the interests of primary grade children, the writer examined earlier and more recent studies of reading interests.

Wilson³ reported a study made in kindergarten and in first and second grade at the Model School of Hunter College. A questionnaire type of study was conducted with the cooperation and help of the parents. Replies suggested early and persistent interest in hearing nursery rhymes, simple fairy and folk tales, animal stories, nature stories, and

¹William S. Gray, "Reading Interests," quoted in Chester W. Harris, ed. Encyclopedia of Educational Research (3rd ed. revised; New York: Macmillan Company, 1960), p. 1105.

²Zimet, "Children's Interests and Story Preference: A Critical Review of Literature," p. 124.

³Frank T. Wilson, "Reading Interests of Young Children," Journal of Genetic Psychology, LVII (June, 1949), pp. 363-389.

adventure stories. The range of interest in the types of stories enjoyed seemed limited only by the supply of story material available to the children. No differences in interests by grade level were evident, except that the interest in Mother Goose rhymes tended to decrease from grade to grade.

In 1946 Witty, Coomer, and McBean¹ investigated stories that kindergartners and primary children liked best. The children's verbal responses were recorded by their classroom teachers. Choices of stories were found to be animal, fairy tale, and humor in narrations.

Gunderson² made a study in grade two to determine the particular qualities in books that appeal to these children. In summarizing, children liked the books for qualities of humor, excitement, suspense, adventure, kindness to animals, magic or fancy. It seemed that the ability of the leading character to accomplish the unusual or unexpected and an ending in which justice triumphed were equally popular.

The importance of interests in reading material cannot be overestimated. It has been established that interest in books develops at a very early age.

¹Paul Witty, Ann Coomer, and Dilla McBean, "Children's Choices of Favorite Books: A Study Conducted in Ten Elementary Schools," Journal of Educational Psychology, XXXVII (May, 1946), pp. 266-278.

²Agnes G. Gunderson, "What Seven-Year Olds Like In Books," Elementary English, XXX (March, 1953), pp. 163-166.

Cappa¹ made an analysis of kindergarten children's responses to storybooks read to them by their teachers. The study included the spontaneous responses of 2500 kindergarten children in the schools of Contra Costa County, California. The children's responses were tabulated under eight classifications. The most frequently noted spontaneous response was desire to look at the book read, and the least frequently noted was block play. The data also indicated that 32.5 per cent of the spontaneous responses were verbalized; 67.6 per cent were overt actions.

Smith² compared pre-primer and primer content with the children's choice of books. A list of twenty-three categories of reading interests was prepared. The books selected by the children and stories in the pre-primers and primers were assigned on the basis of content to one of the interest categories. Results from the library study indicated a high degree of interest in the following categories: humor-fantasy, real animals, nature-science, holidays, birthdays, and fairy tales; long ago-history and adventure-mystery held a low degree of interest. Results from the pre-primer and primer stories read showed a narrower span of interest and generally did not really satisfy the children's actual reading needs.

¹Dante Cappa, "Kindergarten Children's Spontaneous Responses to Story Books Read by Teachers," Journal of Educational Research, LII (October, 1958), p. 75.

²Ruth C. Smith, "Children's Reading Choices and Basic Reader Content," Elementary English, XXXIX (March, 1962), pp. 707-711.

Rogers and Robinson¹ carried on a research study to determine whether first graders' interests were satisfied by the basal reader. In this study the reading interests of 275 first graders were ascertained through the use of a thirty-two item questionnaire. The findings revealed that first graders have a wide variety of "likes," and the content of beginning basal readers was insufficient in regard to the child's activities and immediate environment.

Butler² carried on a study that investigated reading preferences of 185 second-grade children in selected schools of Colorado. The children were located in schools representing poor and excellent socio-economic environments. The basic instrument used consisted of twenty-four books read orally to the children by the teacher over a period of six months.

Tabulation of the first portion of the Butler study indicated some deviations from conclusions of former studies which established the belief that animal personification in stories was the favorite theme of primary children and that sex differences generally do not appear in reading preferences before age nine.

Butler's study indicated that second grade children's reading interests are influenced by the media of communi-

¹Helen Rogers and Alan H. Robinson, "Reading Interests of First Graders," Elementary English, XL (November, 1963), pp. 707-711.

²James O. Butler, "Expressed Reading Preferences of Second Grade Children in Selected Schools in Colorado," Childhood Education, XL (May, 1964), pp. 494-495.

cation, such as radio and television. Seven- and eight-year olds have broader interests than in former years.

Zimet's¹ summary (1966) of recent research in the area of children's story preferences suggests that instruments to be employed in investigating children's interests should be refined. The review also indicated the absence of work done with very young children.

In view of these findings Ford and Koplyay² studied children's story preferences by the use of a nonverbal test of story preferences based on reactions to pictures representing various story categories. The most liked and disliked categories were reported for 373 kindergarten and primary children, one group from an upper-middle class suburban school system and another group from a predominantly Negro urban district.

Results of the study indicated that children's interests are related to age and sex to a much greater extent than to socio-economic background. Television and technological changes of the last two decades have altered the tastes of very young children.

In the light of these findings, further refinement and validation of the test is needed. A corresponding test

¹Zimet, "Children's Interest and Story Preference: A Critical Review of the Literature," pp. 122-130.

²Robin C. Ford and Janos Koplyay, "Children's Story Preferences," The Reading Teacher, XXII (December, 1968), pp. 233-237.

of short stories should be constructed as a substitute for the sentences used in the current investigation.

All these different research studies indicate that reading interests vary significantly with the times, sex, age, maturity, story illustrations, and availability of books. What is needed now is thoroughness and depth in research to replace the irrelevancy, shallowness, and unrelatedness. A large-scale study aimed at determining children's interests and the relationship between these interests and reading achievement is called for.¹

Methods of Determining Children's Reading Interests

Various methods can be used to determine reading interests of children. A large per cent of widely quoted research data has been collected by means of interest inventories, questionnaires, or interviews of children. Zimet² refers to the fact that recent studies have criticized these research techniques and has recommended that observations of manifest interests be analyzed instead.

A relatively simple informal classroom technique is teacher observation. The teacher carefully observes the behavior of the children in play activities and all uses of free time. He observes the types of books selected by the children. In connection with this process, there must be some anecdotal recording of children's choices for later reference. The anecdotal journal is merely a transcription or a record of behavior or conduct which the teacher believes to

¹Zimet, "Children's Interest and Story Preference: A Critical Review of the Literature," p. 128.

²Ibid., p. 124.

be significant. The record can be as brief as a one-sentence note or comprehensive enough to constitute a case study. Teachers sometimes employ a combination of anecdotal and other approaches.

Shanham cites five means of determining reading interests:

1. Observing the child in daily play, conversation and self expression
2. His drawings (interest, feelings)
3. Sharing experiences
4. Interviews
5. Studying the characteristics of age groups¹

Another method for determining reading interests is the use of hobbies. Many children progress through a series of hobbies and diverse intellectual interests. Bond and Tinker² mention that the hobby club provides worthwhile information on interests. The hobby club is a regularly scheduled period in which children tell the things they like to do best with their leisure time.

A technique widely employed by teachers is the use of the "interest inventory." Guided by an inventory, the teacher and children discuss informally topics such as favorite leisure activities, hobbies, movies, and reading habits or familiarity with places of interest in the community. Formal interest inventories on the primary level are very

¹Florence Shanham, "Developing Permanent Reading Interests in Children," Elementary English, XL (April, 1963), p. 411.

²Bond and Tinker, Reading Difficulties: Their Diagnosis and Correction, p. 451.

limited. Interest inventories that individual teachers devise to meet the needs of their own students are best suited for primary grades.

A combination of many methods must be used within the classroom to locate material that will interest children in silent reading. It is a continuous process in the primary grade classroom to discover, create, and maintain interest within each individual child.

Creating and Enriching Reading Interests

The development of keen and continuing interests in reading is one of the basic aims of reading instruction and an essential condition for growth in reading ability.

Barbe¹ states the fact that the development of permanent interests in reading must be a primary goal of every teacher regardless of the particular subject which he may be teaching.

Interests in reading may be stimulated in many different ways. Harris² mentions that the first step to fostering interest is to provide physical surroundings in the classroom that will create an atmosphere conducive to reading. Favorable conditions for encouraging reading include a reading corner or classroom library which should be colorful,

¹Walter B. Barbe, "Interests and the Teaching of Reading," Reading, LXXXIII (April, 1963), p. 110.

²Albert J. Harris, How to Increase Reading Ability (New York: Holt, Rinehart and Winston, 1968), p. 466.

attractive, and comfortable. An adequate classroom library includes many books dealing with a variety of topics so that children may find selections that appeal to them.

The reading material, the books, and children's magazines should vary enough in difficulty and content. To supply such a collection in the classroom, the teacher needs an adequate public library or school library to draw upon.

Both informational books and storybooks should be available. The collection should not be static but should gradually change as favorites are savored and cast aside or as unpopular books are removed.¹

If the reading corner is to serve its purpose, time must be allotted in the daily schedule for browsing about and for individual silent reading. The scheduled free reading period should be one in which the pupils are completely free to read by themselves any book they choose. The classroom teacher should be available to help children who need help in selecting books.

Evidence is being accumulated of the intangible value connected with allowing the child to select his own reading materials. This is the concept of "self selection." Its value is becoming so apparent that some writers are including it in lists of basic needs of children.²

In selecting books to be read to children, a teacher should select those books which are aimed at the interests of the children and are at their proper independent reading level. This way the teacher may be able to introduce a wide

¹Robinson, Coordinating Reading Instruction, p. 133.

²Barbe, "Interests and the Teaching of Reading," p. 110.

variety of books, beginning with the children's interests and encouraging the children to reach out for more. The teacher provides the stimulation that leads to enjoyment of good children's literature by reading aloud to the pupils carefully selected material.

Effective oral reading by the teacher will help develop sensitivity to beautiful and descriptive language, fine characterization, and appreciation of plot structure. Enjoying books together heightens interests and deepens appreciation.¹

Reading out loud and storytelling are two powerful tools for developing interest in books. In the use of storytelling, the teacher must begin where the children are; but must take into consideration their potential power, realizing that usually the best story is the story somewhat beyond the child's reading ability, with qualities to stretch his mind and heart.

After the reading or telling of a story by the teacher, children should be encouraged to dramatize or pantomime the story. Books become more real to children as they identify with the characters through creative dramatics. Children who are demure at re-telling a story find satisfaction in pantomiming the story.

Many other means may be used by the classroom teacher to create and stimulate interests. A listening center with recorded books, filmstrips and movies using actual stories

¹Huck, Children's Literature in the Elementary School, p. 382.

and pictures from children's books, interesting bulletin boards about books, and visits to the library are some of the varied activities used to develop reading interests.

When the enthusiastic teacher plans systematically for developing interests just as he works at developing other aspects of reading, he will be rewarded by the responses of his pupils.

While children pursue their current interests, new interests are developed. It is well known that enthusiasm is caught, not taught. A classroom in which each child is reading something that excites him is a fertile field for cultivating broad interests.¹

Major conclusions drawn from this survey of reading interests are:

1. Parental questionnaires dealing with pre-school children's interests are limited.
2. Comprehensive studies of primary children's interests are limited.
3. Formal interest inventories for young children are non-existent.
4. Behavioral observations and recordings are newer techniques being used to discover reading interests.
5. Further studies should take into account the reading interests of wider representative groups dealing with a diversity of socio-economic and cultural backgrounds.

¹Robinson, Coordinating Reading Instruction, p. 132.

CHAPTER III

THE PROCEDURE

Introduction

The main purpose of this study was to determine by means of a parental questionnaire the preschool aural experiences of second graders as compared to their present interest in library books.

The study was conducted over a period of three months from the beginning of November to the end of February at Sacred Hearts' School, Sun Prairie, Wisconsin. Involved in the study were fifty-three second graders and their parents.

Establishing the Different Categories

The Children's Catalog¹ was used as a basis for determining the different categories. Frank² and Larrick,³ noted authors in the field of children's literature, were also consulted before the categories were established. Seven

¹Fidell and Short, The Children's Catalog, pp. 12-397.

²Josette Frank, Your Child's Reading Today (New York: Doubleday and Company, Inc., 1960), pp. 89-100.

³Nancy Larrick, A Teacher's Guide to Children's Books (Columbus, Ohio: Charles E. Merrill Books, Inc., 1960), pp. 11-48.

categories were considered a feasible number for the study of primary children's interest. The study confined itself to the following categories: (1) adventure, (2) animals and creatures, (3) fairy tales, folk, and fantasy, (4) humor and nonsense, (5) occupations, (6) science and nature, and (7) stories about children.

Selection of Books

After the categories were established, the writer had to determine the number of books to be used in the study. A total of 378 books¹ was used with a selection of fifty-four for each category. The reading levels of the books chosen were determined by the researcher and another primary teacher. Current recommended lists were also used to check the reading levels. Since the children's reading levels ranked from beginning second grade to a high third grade level, books ranging from first grade to high third grade level were used. It was felt in this way the children would have a wide variety of easy books for enjoyment plus some more difficult books that would provide a challenge for the brighter students.

The library books were color coded² in order to identify the different categories. Colored tape was placed on the upper right hand corner of each book.

¹See Appendix I, p. 61.

²See Appendix II, p. 82.

Since the two second grade classes were involved in the study, half of the books from each category were placed in each room. This was a total of 189 books, with twenty-seven books from each category. After nine weeks the books were exchanged so that each class received the same amount of time for free-choice selection.

Recording of Children's Book Selections

At the beginning of the study, the writer encouraged the children to choose the books they would like to read. The teachers were given directions not to suggest any particular books for reading.

A library record book¹ containing several record sheets was given each child for the recording of the books read. The children were instructed to write the title of the book and the author, and to mark the color code. Record books were to be kept in a designated file box when not in use. The researcher was able to check the record books weekly to see if the children were following the instructions given.

The study was divided into three periods, each period lasting six weeks. Results of the children's book selections were recorded at the end of each period.

¹See Appendix II, p. 82.

Parental Questionnaire

Parents involved in the research study received a letter¹ during the third week of November. The letter explained the purpose of the study and solicited the full cooperation of the parents in this particular project. A sixteen item questionnaire² pertaining to pre-reading experiences of the child was enclosed with the letter. The questionnaire was divided into two parts. The first part concerned the child's participation in listening to stories and records, discussion of stories, library experiences, opportunities for attending plays, and other relevant questions pertinent to the child's learning experiences. Part Two of the questionnaire had appropriate questions regarding the number of children's books and records in the home, educational material such as encyclopedias and Childcraft, and how often reading for entertainment was engaged in by the family.

Parents were asked to check the items pertaining to their second grade child's preschool learning experiences and to return the questionnaire as soon as possible to school.

Recording of Parents' Responses

Parental responses were tabulated in seven different tables.³ Each section of the questionnaire was divided

¹See Appendix III, p. 83.

²See Appendix IV, p. 84.

³See Tables 1-7, pp. 35-41.

according to response items similar in nature which elicited the same possibility of answers. An example of this type procedure would be Table I¹ which pertained to questions one, three, and four of the questionnaire. Answers to be checked were: weekly or more often, monthly, rarely, or never. The same procedure for the tabulation and grouping of the remaining questions was ensued by the writer. It was felt by the researcher that this type of formal procedure would be an efficient method for tabulating and explaining the results of the questionnaire.

Pilot Study

A pilot study was conducted using nine third grade children who were not directly involved in the study. The nine children selected represented the high, average, and low achievers in reading. Each child was interviewed privately and shown consecutively three sets of books containing the seven different categories. After inspection of the first set of seven books, the child was asked to choose one book he would like to read and to give his reason for selecting this particular book. A similar procedure was followed for the other two sets of library books.

The objective of the researcher was to determine the length of time needed by each child for choosing books at the individual sessions. Another reason for the pilot

¹See Table 1, p. 35.

study was to investigate the answers given in order to make an adequate table for the recording of the children's responses.

Most of the children were able to select a particular book from each set within ten or fifteen minutes. The three children representing the lowest reading group needed a little more encouragement but soon were able to make a decision.

Scheduling Children's Individual Sessions

Children were scheduled for interviews at the end of each six-week period. The purpose of the interviews was to discuss with the children the reasons for choosing books from certain categories and to determine whether the reasons given coincided with their actual choice of books. Each child had three sessions. Fifteen-minute periods were allotted for each child. This time had been predetermined by the pilot study.

Recording of Children's Reading Interests and Responses

The writer decided to tape each session to facilitate the interpretation of the children's responses and to validate the notations made during the interviews.

Different forms¹ listing the books according to categories were used at each session to expedite the recording of choices made and comments.

¹See Appendices V, VI, and VII, pp. 86-90.

CHAPTER IV

INTERPRETATION OF RESULTS

The purpose of the study was to conduct a survey of reading interests of second grade pupils as compared with their preschool aural experiences of literature. Interest categories established were as follows: (1) adventure, (2) animals and creatures, (3) fairy tales, folk, and fantasy, (4) humor and nonsense, (5) occupations, (6) science and nature, and (7) stories about children.

The children used in this study were fifty-three second graders in attendance at Sacred Hearts School, Sun Prairie, Wisconsin. The study was conducted from the beginning of November, 1971, to the end of February, 1972. The socio-economic background of the children can be described as upper middle class.

Parental Questionnaire Results

A parental questionnaire regarding preschool reading experiences was sent home at the beginning of the study. The fifty-three parents of the second graders involved gave full support by returning all the questionnaires. In order to facilitate the tabulations, results of the sixteen item ques-

tionnaire were divided into seven tables requiring similar response answers.

Table 1 of the parental questionnaire incorporated questions 1, 3, and 4.

TABLE 1
PARENTAL QUESTIONNAIRE RESULTS
PART I NO. 1, 3, 4

Questions	Weekly or more often	Monthly	Rarely	Never
1.*	40	11	2	0
3.	38	15	0	0
4.	3	26	14	0

*1. Approximately how often have you read to your child during his preschool years?

3. Did you ever recite, sing, or play records of Mother Goose Nursery Rhymes?

4. How often did you take your child to the library?

The responses indicated that 40 of the 53 parents read weekly or more often to their preschool child, 11 read monthly and two read rarely. Parents of 38 second graders recited, sang, or played Mother Goose Nursery Rhymes weekly or more often, while the remaining 15 engaged in this activity monthly. Visits to the public library were not frequent occurrences with only three going weekly or more often, 26 going monthly, and 14 rarely. However, every child had the experience of visiting the library before formal schooling.

The results of these questions certainly represent parental interest and involvement.

In order to ascertain the child's literature experiences questions 2, 5, 6, 7, 11, and 12 were asked. A summary of the responses is found in Table 2.

TABLE 2

PARENTAL QUESTIONNAIRE RESULTS
PART I NO. 2, 5, 6, 7, 11, 12

Questions	Yes	No
2. While reading to the child did you ever encourage discussion about the story?	45	8
5. Have you ever given your child the opportunity of attending the story hour at the library?	13	40
6. Did you ever encourage your child to make his own selections of books while visiting the library?	48	5
7. Did your child ever receive books as gifts on birthdays, Christmas, and other occasions?	53	0
11. Did your child ever have the opportunity to go to a children's theater for the presentation of a favorite fairy tale?	38	15
12. Did your child ever watch fairy tales or children's stories on TV?	53	0

While reading to the child, 45 of the parents encouraged discussion of the story and eight did not use this approach. This parental involvement is certainly a determining factor for creating interest in books.

The large number of negative replies in regard to taking the child to the library story hour caused the writer to make inquiries. The researcher found out by contacting the local public library that story hours were established only during the present school year. This partly clarified the reason for the 40 "No" responses. It is presumed that the 13 parents who responded "Yes" probably took their children to story hours outside the Sun Prairie district.

Parents of 48 of the children encouraged them to make their own selection of books while visiting the library. All the children received books as gifts on certain occasions.

Responses to question 11 pointed out that 38 of the children had the opportunity to attend a children's presentation of a favorite fairy tale. Every child had the experience of watching fairy tales or children's stories on TV.

The reasons for purchasing certain types of books were tabulated in Table 3. The child's anticipated interest in a book was indicated by 46 of the parents as a criterion for the selection of books as gifts. Best sellers and books on sale at the department stores both received 11 parental responses. The two statements receiving only three responses were books recommended by the librarian and books recommended on reading lists from school.

TABLE 3
PARENTAL QUESTIONNAIRE RESULTS
PART I NO. 8

Question	Statements	Responses
8. What kinds of books did you select as gifts?	Best sellers in children's books	11
	Books on sale at the department store	11
	Books you thought would interest the child	46
	Books recommended by the librarian	3
	Books on reading lists from school	3

Further information was sought by the writer in regard to the use of reading as a reward. Tabulations indicated that 23 parents used reading as a reward and 30 did not use this approach. Table 4 contains this information.

TABLE 4
PARENTAL QUESTIONNAIRE RESULTS
PART I NO. 9, 10

Question	Yes	No
9. Did you ever use reading as a reward?	23	30

If the parents answered "Yes" to the above question, they were asked to answer question 10 which inquired as to what kind of reading they used as a reward.

TABLE 4--Continued

Question	Statements	Responses
10. If you answered yes to the above question, what kind of reading did you use as a reward?	Parent read aloud to the child	21
	A book was given as a reward	2
	Others	0
	No Reply	0

The above table shows that 21 parents read aloud to the child and two gave a book as a reward.

Since home environment is a determining factor for the development of reading interests, the writer inquired whether books and story records were available at home. Table 5 summarizes these responses.

Tabulations of the responses noted that four homes had 6 to 10 books, 10 had 11 to 20 books, 11 had 21 to 30 books, and 38 parents had provided 31 or more books. Information concerning children's story records in the home are as recorded: 16 families had 1 to 5 records, seven had 6 to 10 records, 12 had 11 to 20 records, four had 21 to 30 records, and 11 homes had over 31 records. Three parents indicated that they had no children's records because they did not have a record player in the home.

TABLE 5

PARENTAL QUESTIONNAIRE RESULTS
PART II NO. 1, 2

Question	Statements	Responses
1. How many children's books do you have in your home?	1 to 5 books	0
	6 to 10 books	4
	11 to 20 books	10
	21 to 30 books	11
	31 or more books	38
	None	0
2. How many children's story records do you have in your home?	1 to 5 records	16
	6 to 10 records	7
	11 to 20 records	12
	21 to 30 records	4
	31 or more records	11
	None	3

Part Two of the parental questionnaire explored the idea of reading as family entertainment. Findings in regard to this question are recorded in Table 6. Reading as weekly entertainment was participated in by 12 families, whereas 39 families indulged in this activity monthly. Only two families rarely engaged in reading as group entertainment.

TABLE 6

PARENTAL QUESTIONNAIRE RESULTS
PART II NO. 3

Question	Statements	Responses
3. How does reading rate in your family as group entertainment?	Weekly entertainment	12
	Monthly entertainment	39
	Rarely engaged in	2
	Never engaged in	0

Educational books investigated in the study were encyclopedias and Childcraft. Tabulations of the results inferred that 48 families had a set of encyclopedias and five did not. Sets of Childcraft books were present in 18 homes and 35 families were not fortunate enough to have these books. Table 7 summarizes this information.

TABLE 7
PARENTAL QUESTIONNAIRE RESULTS
PART II NO. 4

Question	Encyclopedias		Childcraft	
	Yes	No	Yes	No
4. Are you fortunate enough to have a set of encyclopedias or Childcraft books?	48	5	18	35

The parental questionnaire results indicated a high degree of family interest in preschool reading activities. Evidence procured from the questionnaire revealed that subjects in this study received a rich and varied introduction into the world of literature. Early exposure to stories for enjoyment was given to all the subjects. Parental involvement was evident by the participation in story reading and other activities pertinent to the development of literature appreciation. The question regarding attendance at story hours at the public library received the highest number of negative answers but this was due to limiting circumstances as explained earlier in this chapter. All of the parents

gave books to their children on different occasions but not for the purpose of rewarding the child. The writer felt giving books as a reward was an excellent idea but not directly necessary for creating a love for literature.

Summary of Reading Preferences and Responses
Indicated at Individual Sessions

The children had three different sessions, one at the end of each six-week period. At this time the children were asked to select a book from each of the three different sets shown and state their reasons for choosing certain books. The interviews were taped in order to facilitate the recording of the children's responses and to provide for more accurate interpretation.

Books were presented in sets of seven, representing each of the seven categories. Each set had approximately the same reading level. Books selected for the different categories were of comparable interest value in the judgment of the writer.

The summary of choices is shown in Table 8. The grouping is by categories, not according to the grouping as presented to the children.

The five interest categories which ranked the highest in children's free-choice reading were: fairy tales, folk, and fantasy, 101; humor and nonsense, 77; animals and creatures, 72; occupations, 68; and adventure, 58. The two categories which ranked the lowest in children's choices were: stories of children, 51, and science and nature, 50.

TABLE 8

SUMMARY OF READING PREFERENCES INDICATED
AT INDIVIDUAL SESSIONS

Categories and Titles	Times Chosen	Reading Level
<u>Adventure</u>		
First Session		
Barney's Adventure	4	1
Curious George	9	2
Little Frightened Tiger	6	2
Second Session		
Hercules	15	1
The Case of the Cat's Meow	13	1
Madeline's Rescue	1	2
Third Session		
Little Lost Lamb	6	1
The Little House	1	2
Katy and the Big Snow	3	2
<u>Total</u>	58	
<u>Animals and Creatures</u>		
First Session		
The Fire Cat	17	1
Harry the Dirty Dog	8	2
Finders Keepers	7	2
Second Session		
Julius	8	1
Angus and the Ducks	4	1
Ask Mr. Bear	12	2
Third Session		
Billy and Blaze	1	1
Timothy Turtle	7	2
The Story of Ferdinand	8	2
<u>Total</u>	72	
<u>Fairy Tales, Folk, and Fantasy</u>		
First Session		
The Popcorn Dragon	7	1
The Tale of Peter Rabbit	10	2
Six Foolish Fishermen	7	2

TABLE 8--Continued

Categories and Titles	Times Chosen	Reading Level
Second Session		
Frog Went A-Courtin'	7	1
Johnny Crow's Party	5	1
The Princess and the Pea	16	2
Third Session		
The Little Red Hen	7	1
Where the Wild Things Are	19	2
Caps for Sale	23	2
<u>Total</u>	101	
<u>Humor and Nonsense</u>		
First Session		
Book of Laughs	9	1
Millions of Cats	4	2
Gus Was a Friendly Ghost	8	2
Second Session		
May I Bring a Friend?	4	1
Fox in Socks	18	1
Magic Michael	3	2
Third Session		
The Cat in the Hat	20	1
The Man Who Didn't Wash His Dishes	8	2
Andy and the Lion	3	2
<u>Total</u>	77	
<u>Occupations</u>		
First Session		
I Want to Be a Teacher	8	1
About Police	6	2
Airports and Airplanes	11	2
Second Session		
Mr. Mailman	8	1
I Want to Be a Doctor	5	1
How We Get Our Dairy Foods	10	2
Third Session		
The Little Farm	4	1
The Driver of a Bus	12	2
The Little Airplane	4	2
<u>Total</u>	68	

TABLE 8--Continued

Categories and Titles	Times Chosen	Reading Level
<u>Science and Nature</u>		
First Session		
Swimmy	1	1
Let's Find Out About Winter	12	2
Moon, Sun, and Stars	12	2
Second Session		
A Tree Is Nice	3	1
White Snow Bright Snow	5	1
The Little Island	5	2
Third Session		
You Will Go to the Moon	10	1
Hide and Seek	1	2
The Storm Book	1	2
<u> Total</u>	50	
<u>Stories of Children</u>		
First Session		
Don and Donna Go to Bat	7	1
Mop Top	4	2
Mike's House	2	2
Second Session		
The Snowy Day	8	1
Play With Me	3	1
Blueberries for Sal	6	2
Third Session		
Cowboy Andy	5	1
Rosa-Too-Little	5	2
A Tiger Called Thomas	11	2
<u> Total</u>	51	

The summary of comments made by the children is indicated in Table 9. The children were not hesitant about giving their reasons for selecting certain books.

TABLE 9
SUMMARY OF CHILDREN'S COMMENTS ON BOOKS

Books Used in First Session	Illus- trations	Characters	Story Incidents	Humorous	Gaining of Knowledge	Easy to Read	Format	Uncertain
<u>Set No. 1</u>								
Barney's Adventure			4					
The Fire Cat	2	2	4	6		2	1	
The Popcorn Dragon	2	1	2	2		2		
Book of Laughs			1	8				
I Want to Be a Teacher	1		3		2	2		
Swimmy	1							
Don and Donna Go to Bat			5		1	1		
<u>Set No. 2</u>								
Curious George	1		4	4				
Harry the Dirty Dog	1		6	1				
The Tale of Peter Rabbit	1		9					
Millions of Cats	1			3				
About Policemen			2		3		1	
Let's Find Out About Winter			5		6		1	
Mop Top			1	1		1		
<u>Set No. 3</u>								
Little Frightened Tiger	4		2					
Finders Keepers	3	1	1					1
Six Foolish Fishermen	2	2	3					
Gus Was a Friendly Ghost	1		4	3				
Airports and Airplanes			1		10			
Moon, Sun, and Stars					12			
Mike's House	1		1					
<u>Total</u>	21	6	58	28	34	7	3	1

TABLE 9--Continued

Books Used in Second Session	Illus- trations	Characters	Story Incidents	Humorous	Gaining of Knowledge	Easy to Read	Format	Uncertain
<u>Set No. 1</u>								
Hercules	3	3	5	3				1
Julius	2		5	1				
Frog Went A-Courtin'	3		3	1				
May I Bring a Friend?			4					
Mr. Mailman					8			
A Tree Is Nice	3							
The Snowy Day	5					1	1	
<u>Set No. 2</u>								
The Case of the Cat's Meow			11			1		1
Angus and the Ducks	1		3					
Johnny Crow's Party			2	3				
Fox in Socks			4	14				
I Want to Be a Doctor					5			
White Snow Bright Snow	5							
Play With Me		2	1					
<u>Set No. 3</u>								
Madeline's Rescue			1					
Ask Mr. Bear	1		5		1	5		
The Princess and the Pea		2	14					
Magic Michael			3					
How We Get Our Dairy Foods					10			
The Little Island	3							
Blueberries for Sal			4	2				
<u>Total</u>	26	7	65	24	24	7	1	2

TABLE 9--Continued

Books Used in Third Session	Illus- trations	Characters	Story Incidents	Humorous	Gaining of Knowledge	Easy to Read	Format	Uncertain
<u>Set No. 1</u>								
Little Lost Lamb	1		5					
Billy and Blaze			1					
The Little Red Hen		2	5					
The Cat in the Hat			6	14				
The Little Farm					4			
You Will Go to the Moon			4		6			
Cowboy Andy		2	3					
<u>Set No. 2</u>								
The Little House			1					
Timothy Turtle			7					
Where the Wild Things Are	2		17					
The Man Who Didn't Wash His Dishes			1	7				
The Driver of a Bus					12			
Hide and Seek			1					
Rosa-Too-Little		2	3					
<u>Set No. 3</u>								
Katy and the Big Snow	1		2					
The Story of Ferdinand			5	2			1	
Caps for Sale			20	3				
Andy and the Lion			3					
The Little Airplane			2		2			
The Storm Book					1			
A Tiger Called Thomas			11					
<u>Total</u>	4	6	97	26	25	0	1	0

Story incidents were cited the greatest number of times, revealing the children's knowledge of books chosen. The total recorded responses from each of the three sessions ranged from the highest to the lowest as follows: story incidents, 220; gaining knowledge, 83; humorous, 78; illustrations, 51; characters, 19; easy to read, 14; format, 5. Uncertain decisions were recorded only three times.

Summary of the Children's Free-Choice
Reading Interests

The results of the children's book selections are recorded in Table 10 below.

TABLE 10
RESULTS OF CHILDREN'S BOOK SELECTIONS

Categories	First Period Times Chosen	Second Period Times Chosen	Third Period Times Chosen	Total
Adventure	116	130	91	337
Animals and Creatures	112	87	64	263
Fairy Tales, Folk, and Fantasy	114	133	151	398
Humor and Nonsense	136	88	119	343
Occupations	114	124	71	309
Science and Nature	101	70	62	233
Stories of Children	57	70	81	208
Total	750	722	639	

Each period consisted of six weeks. The children were asked to record books read in their library reading record book. A space was provided for the title of the book, author, and color code representing a particular category. The response to free-choice library reading was excellent. A total of 750 books was read during the first period, 722 during the second period, and 639 during the third period.

The highest category chosen was fairy tales, folk, and fantasy. Books of this type were selected 398 times during the study. Second highest was humor and nonsense, chosen 343 times. The remaining categories were recorded as follows: adventure, 337; occupations, 309; animals and creatures, 263; science and nature, 233; and stories of children, 208 times.

Comparing the results of the children's free-choice reading and the books preferred at the individual sessions reveals similar ranking of categories. The comparative result of the two sections of the study is listed below.

<u>Book Selections from Interviews</u>	<u>Free-Choice Book Selections</u>
1. Fairy Tales, Folk, and Fantasy	1. Fairy Tales, Folk, and Fantasy
2. Humor and Nonsense	2. Humor and Nonsense
3. Adventure	3. Animals and Creatures
4. Occupations	4. Occupations
5. Animals and Creatures	5. Adventure
6. Science and Nature	6. Stories of Children
7. Stories of Children	7. Science and Nature

As noted fairy tales, folk, and fantasy, and humor and nonsense rank the highest in both sections of the study. Science and nature and stories of children are recorded as the least frequently chosen. Occupations rank fourth in both aspects of the study. The remaining categories show slight variations according to rank orders.

In this chapter the writer has attempted to point out the significant results of the parental questionnaire and to interpret the reading results gleamed from the interviews and free-choice book selections. The last chapter will summarize the results and offer suggestions for further research.

CHAPTER V

SUMMARY AND CONCLUSIONS

This study was undertaken to find out the reading interests of second graders as compared with preschool aural experiences of literature. In order to accomplish this purpose the following objectives were formulated:

1. Does a child's interest or lack of interest reflect parental involvement?
2. Was there a significant difference in the children's choice of books during the interviews as compared with the actual selection of the books read?
3. Which category of literature appealed most to the children choosing library books?

A questionnaire consisting of sixteen items pertaining to the children's pre-reading experience was sent to the parents. Results of the questionnaire were tabulated to show the kinds of exposure to literature these children had before formal schooling.

The children's reading interests were studied by interviews and the recording of free-choice reading. Results of the interviews and library reading were recorded in order to determine the categories that appealed the most. Another reason was to find out if there was a difference between book selections made at the interviews and the free-choice library books.

Findings of the Study

Questionnaire tabulations indicated a great deal of parental involvement in the preschool reading experiences of the children in this study. Similarly, the children maintained an interested and enthusiastic response to books during the brief duration of the study. Though findings are reported in terms of the group and not in terms of individual differences among children in the group, it may be said that the children's interest in books was probably due at least in part to their preschool experiences with literature and parental involvement during that time. The writer did not find evidence of lack of parental involvement during the child's preschool years nor lack of interest and participation on the part of children in the study.

The children's choice of books during the interviews did not differ markedly from the actual selection of books read. The categories chosen most often were fairy tales, folk, and fantasy, and humor and nonsense in both aspects of the study. Books about science and nature and stories of children ranked the lowest during the interviews and the free-choice library reading. Occupations ranked fourth place. The remaining categories showed slight variations according to the order of preference.

Fairy tales, folk, and fantasy stories appealed most to the children choosing library books. This category was chosen 398 times during the study. The writer noted during the study that this type of book was in constant circulation.

Conclusions and Implications

The following conclusions and implications were drawn from the findings of this study:

1. The parental questionnaire results indicated a great deal of adult participation and encouragement in the preschool reading activities of the children in this study.
2. The interest areas of free-choice reading of this group corresponded closely to the reading interests manifested during their interviews.
3. Story content was important to the children in this study since many of their choices depended upon some incident or character which they noted in choosing the book.
4. Second grade children in this study enjoy library reading.

Suggestions for Further Study

The following suggestions for further research flowed from the present study:

1. A similar research project extending throughout the academic school year might reveal whether or not interest in library reading would continue at a high level.
2. A study involving a larger number of students from different socio-economic backgrounds would possibly yield differentiated results.
3. A more refined instrument other than the parental questionnaire could be used to determine the development of the preschool interest in library books.

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APPENDIX I

LIST OF LIBRARY BOOKS USED IN INTEREST STUDY

Title	Publisher	Date	Reading Level
<u>ADVENTURE</u>			
All in the Morning	Holt, Rinehart and Winston	1963	3
Barney's Adventure	E. P. Dutton	1966	1
Black Bears Adventures	Allyn and Bacon	1965	3
Blaze and the Lost Quarry	Macmillan	1966	2
Blaze Finds the Trail	Macmillan	1968	2
A Boat for Peppe	Charles Scribner	1950	3
Brave Little Elephant	Harcourt, Brace and World	1960	2
The Case of the Cat's Meow	Harper and Row	1965	1
The Case of the Hungry Stranger	Harper and Row	1963	1
Christopher Columbus	Follett	1960	2
Come Again, Pelican	The Viking Press	1966	2
Cowboy Andy	Random House	1959	1
Cowboy Sam and Porky	Benefic Press	1961	1
Cowboy Sam and Shorty	Benefic Press	1962	1
Curious George	Houghton Mifflin	1941	2
Dan Frontier and the Big Cat	Benefic Press	1961	1
Dan Frontier and the New House	Benefic Press	1961	1
Dan Frontier and the Wagon Train	Benefic Press	1959	2

APPENDIX I--Continued

Title	Publisher	Date	Reading Level
Dan Frontier Goes Exploring	Benefic Press	1961	3
Dan Frontier Goes Hunting	Benefic Press	1959	1
Dan Frontier Scouts with the Army	Benefic Press	1962	2
Dan Frontier, Sheriff	Benefic Press	1960	3
Dan Frontier, Trapper	Benefic Press	1962	1
Dan Frontier with the Indians	Benefic Press	1962	1
Down Down the Mountain	Thomas Nelson and Sons	1961	2
George	Doubleday	1944	2
Georgie to the Rescue	Doubleday	1956	2
Good Hunting Little Indians	Young Scott Books	1962	1
Harold and the Purple Crayon	Harper and Row	1955	1
Hercules	G. P. Putnam	1940	1
Katy and the Big Snow	Houghton Mifflin	1943	2
Little Bear	Harper and Row	1957	1
Little Chief	Harper and Row	1961	1
Little Frightened Tiger	Doubleday	1953	2
The Little House	Houghton Mifflin	1946	2
Little Lost Lamb	Doubleday	1945	1
Little Tim and the Brave Sea Captain	Henry Z. Walck	1955	2

APPENDIX I--Continued

Title	Publisher	Date	Reading Level
Little Toot	G. P. Putnam	1959	2
Looking For Something	The Viking Press	1952	3
Look Out For Pirates	Random House	1961	1
Ludi, the Little St. Bernard	Bruce	1956	3
Madeline's Rescue	The Viking Press	1966	2
Mike Mulligan and His Steam Shovel	Houghton Mifflin	1960	2
My Dog Is Lost	Thomas Y. Crowell	1960	2
No Lights for Brightville	Follett	1965	2
Peter and the Moon Trip	Benefic Press	1965	3
Red Fox and His Canoe	Harper and Row	1964	1
Sailor Jack	Benefic Press	1960	1
Sailor Jack and Bluebell	Benefic Press	1960	1
Sailor Jack and the Jet Plane	Benefic Press	1962	1
Sailor Jack and the Target Ship	Benefic Press	1960	2
Ski Pup	The Viking Press	1963	2
Snipp, Snapp, Snurr and the Reindeer	Albert Whitman	1957	2
Tall Boy and the Coyote	Benefic Press	1961	1
Tim All Alone	Henry Z. Walck	1956	2

APPENDIX I--Continued

Title	Publisher	Date	Reading Level
<u>ANIMAL STORIES</u>			
Anatole	McGraw-Hill	1956	3
. Angus and the Cat	Doubleday	1931	1
Angus and the Ducks	Doubleday	1930	1
Ask Mr. Bear	The Viking Press	1958	2
Becky, the Rabbit	Benefic Press	1964	1
Big, Bigger, Biggest	Garrard	1959	1
Billy and Blaze	Macmillan	1936	1
Biquette: the White Goat	Charles Scribner	1953	2
Chester	Harper and Row	1961	1
The Chipmunk That Went to Church	E. M. Hale	1952	3
Come to the Zoo	Reilly and Lee	1948	1
The Country Bunny	Houghton Mifflin	1939	2
Cowboy Sam and Flop	Benefic Press	1958	1
Cowboy Sam and Freckles	Benefic Press	1960	1
Cowboy Sam and Miss Lily	Benefic Press	1964	1
Dash and Dart	The Viking Press	1942	3
Finders Keepers	Harcourt, Brace and World	1951	2
The Fire Cat	Harper and Row	1960	1
Flip	The Viking Press	1941	2
The Four Riders	Wilcox and Follett	1953	1

APPENDIX I--Continued

Title	Publisher	Date	Reading Level
Frogs Merry	Random House	1961	2
Gray Squirrel	D. C. Heath	1950	1
The Happy Lion	McGraw-Hill	1954	3
Harry the Dirty Dog	Harper and Row	1956	2
The Horse Who Lived Upstairs	J. B. Lippincott	1944	2
In the Forest	The Viking Press	1944	2
Julius	Harper and Row	1959	1
Just Tammie!	Dodd, Mead Company	1951	2
Little Bear's Visit	Harper and Row	1961	1
Little Black Bear Goes to the Circus	Random House	1963	1
Little Black, a Pony	Random House	1961	1
Little Chip	Macmillan	1958	3
Little Wild Horse	Houghton Mifflin	1949	3
Mabel the Whale	Follett	1958	1
Make Way For the Ducklings	The Viking Press	1944	3
Monkey Friends	Garrard	1958	1
Mr. Penny	The Viking Press	1963	3
Once There Was a Dog	Garrard	1962	1
Once There Was an Elephant	Garrard	1961	2
Once There Was a Rabbit	Garrard	1961	1
Pitschi	Harcourt, Brace and World	1953	3

APPENDIX I--Continued

Title	Publisher	Date	Reading Level
Pudgy, the Bear	Benefic Press	1963	2
The Puppy Who Wanted a Boy	William Morrow	1958	2
Run Run Run	E. M. Hale	1951	2
Sammy the Seal	Harper and Row	1959	1
Seven Diving Ducks	Childrens Press	1940	2
Skippy, the Skunk	Benefic Press	1963	2
Snippy and Snappy	Coward-McCann	1931	3
Some Are Small	Garrard	1961	1
Something New at the Zoo	Follett	1957	1
The Story of Ferdinand	The Viking Press	1936	2
Squeaky the Squirrel	Benefic Press	1964	1
Timothy Turtle	The Viking Press	1946	2
The Tomtem and the Fox	Coward-McCann	1966	3
You Will Live Under the Sea	Random House	1966	2
<u>FAIRY TALES, FOLK AND FANTASY</u>			
The Camel Who Took a Walk	Aladdin	1951	2
Caps for Sale	William R. Scott	1967	2
Chanticleer and the Fox	Thomas Y. Crowell	1958	3
Chicken Little Count-to-ten	Childrens Press	1946	1

APPENDIX I--Continued

Title	Publisher	Date	Reading Level
Cinderella	Charles Scribner	1954	3
Cock Robin	Charles Scribner	1965	2
The Cock, the Mouse and the Little Red Hen	Macrae, Smith	1948	2
The Emperor's New Clothes	E. M. Hale	1949	2
Favorite Fairy Tales Told in France	Little, Brown	1959	3
The Fisherman and His Wife	Follett	1969	3
The Five Chinese Brothers	Coward-McCann	1938	2
Frog Went-a-Courtin'	Harcourt, Brace and World	1955	1
Hansel and Gretel	Alfred A. Knopf	1944	3
The Horse, the Fox, and the Lion	The Seabury Press	1968	2
The House That Jack Built	McGraw-Hill	1961	2
Johnny Crow's Garden	Frederick Warne	1967	2
Johnny Crow's Party	Frederick Warne	1966	1
Journey Cake Ho!	The Viking Press	1967	2
The King's Fountain	E. P. Dutton	1971	3
King Thrushbeard	Harcourt, Brace and World	1970	3
The Little Engine That Could	Platt and Munk	1961	2
The Little Red Hen	Follett	1963	1

APPENDIX I--Continued

Title	Publisher	Date	Reading Level
The Man, the Boy and the Donkey	Albert Whitman	1958	2
The Magic Tree	Atheneum	1965	3
Many Moons	Harcourt, Brace and World	1943	3
Merry Animal Tales	Little, Brown	1960	3
The Mouse and the Lion	Parents Magazine Press	1962	3
My Mother is the Most Beautiful Woman in the World	Lothrop, Lee and Shepard	1966	3
Paul Bunyan	G. P. Putnam	1966	3
Perez and Martina	Frederick Warne	1960	3
Peter and the Wolf	Alfred A. Knopf	1950	3
The Pied Piper	Meredith	1963	3
The Popcorn Dragon	William Morrow	1953	1
The Princess and the Pea	Rand McNally	1965	2
Puss in Boots	Charles Scribner	1952	3
The Seven Ravens	Harcourt, Brace and World	1963	2
Shawneen and the Gander	Doubleday	1961	3
The Shoemaker and the Elves	Charles Scribner	1960	2
. Six Foolish Fishermen	Childrens Press	1957	2
Sleeping Beauty and the Good Fairies	Golden Press	1958	2

APPENDIX I--Continued

Title	Publisher	Date	Reading Level
Snow White and Rose Red	Charles Scribner	1964	3
The Steadfast Tin Soldier	Charles Scribner	1953	3
The Tale of Peter Rabbit	Platt and Munk	1961	1
The Tale of Peter Rabbit	Frederick Warne	1935	2
The Tale of Tom Kitten	Frederick Warne	1935	2
The Three Little Pigs	The Viking Press	1962	2
The Three Billy Goats Gruff	Harcourt, Brace and World	1957	2
The Three Sillies	Holt, Rinehart and Winston	1963	3
The Three Wishes	McGraw-Hill	1961	2
Thumbelina	Charles Scribner	1961	3
Travels of Doctor Dolittle	Random House	1967	2
The Traveling Musicians	Harcourt, Brace and World	1944	3
The Ugly Duckling	Doubleday	1962	2
Where the Wild Things Are	Harper and Row	1963	2
The Wishing Penny and Other Fantasy Stories	Parents Magazine Press	1967	3
<u>HUMOR AND NONSENSE</u>			
Andy and the Lion	The Viking Press	1967	2
Animal Riddles	Random House	1964	1

APPENDIX I--Continued

Title	Publisher	Date	Reading Level
The Baron's Booty	Charles Scribner	1963	3
The Big Honey Hunt	Random House	1962	1
Book of Laughs	Random House	1959	1
Book of Riddles	Random House	1960	1
The Cat in the Hat Comes Back	Random House	1958	1
The Circus Baby	Macmillan	1967	2
Danny and the Dinosaur	Harper and Row	1958	1
The Duchess Bakes a Cake	Charles Scribner	1955	3
Eggs of Things	G. P. Putnam	1963	2
A Fish Out of Water	Random House	1961	1
A Fly Went By	Random House	1958	1
Fox in Socks	Random House	1965	1
Green Eggs and Ham	Random House	1960	1
Gus Was a Friendly Ghost	William Morrow	1962	2
Hop on Pop	Random House	1963	1
Horton Hatches the Egg	Random House	1940	2
Horton Hears a Who!	Random House	1954	2
How Big Is a Foot?	Atheneum	1962	2
How Space Rockets Began	Abingdon Press	1960	3
Hurry Hurry	Harper and Row	1960	1
If I Ran the Circus	Random House	1956	2

APPENDIX I--Continued

Title	Publisher	Date	Reading Level
If I Ran the Zoo	Random House	1950	3
I Wish That I Had Duck Feet	Random House	1965	1
Kathy No Pocket	Houghton Mifflin	1944	3
The King, the Mice and the Cheese	Random House	1965	1
Last One Home Is a Green Pig	Harper and Row	1959	1
The Lovely Summer	E. M. Hale	1952	2
Magic Michael	Macmillan	1967	2
The Man Who Didn't Wash His Dishes	Doubleday	1950	2
May I Bring a Friend?	Atheneum	1967	1
Millions of Cats	Coward-McCann	1968	2
More Riddles	Random House	1961	1
Nobody Listens to Andrew	Follett	1957	1
No Funny Business	Harper and Row	1962	1
Oliver	Harper and Row	1960	1
One Fish Two Fish Red Fish Blue Fish	Random House	1960	1
Petunia	Alfred A. Knopf	1950	2
Put Me in the Zoo	Random House	1960	1
Robert the Rose Horse	Random House	1962	1
Sam and the Firefly	Random House	1958	1
The Sneetches	Random House	1961	2
The Splendid Belt of Mr. Pig	Follett	1964	1

APPENDIX I--Continued

Title	Publisher	Date	Reading Level
Stop Stop	Harper and Row	1961	1
Stop That Ball	Random House	1959	1
And to Think That I Saw It on Mulberry Street	The Vanguard Press	1954	2
The Story of Babar	Random House	1960	3
Summer	Random House	1963	1
Thidwick the Big- Hearted Moose	Random House	1948	2
Veronica	Alfred A. Knopf	1961	3
What Do You Do, Dear	Young Scott Books	1961	1
What's He Been Up To Now?	The Dial Press	1961	2
Who Will Milk My Cow?	Follett	1964	2
Yertle the Turtle	Random House	1958	2
<u>OCCUPATIONS</u>			
About Policemen	Melmont	1967	2
About School Helpers	Melmont	1967	2
Airports and Airplanes	Children's Press	1956	2
Animal Doctors: What Do They Do?	Harper and Row	1967	2
The Brave Fireman and the Firehouse Cat	Wonder Books	1945	3
At Daddy's Office	Alfred A. Knopf	1946	2
At Railroad Station	Melmont	1967	3
Come to Work with Us in a T.V. Station	Sextant Systems	1970	3

APPENDIX I--Continued

Title	Publisher	Date	Reading Level
Cowboys	Childrens Press	1955	2
The Driver of a Bus	Melmont	1963	2
Friendly Helpers Around the Town	Melmont	1967	2
How We Get Our Dairy Foods	Benefic Press	1963	2
How We Get Our Mail	Benefic Press	1961	2
I Want to Be an Animal Doctor	Childrens Press	1961	1
I Want to Be a Baker	Childrens Press	1961	1
I Want to Be a Ballet Dancer	Childrens Press	1963	1
I Want to Be a Baseball Player	Childrens Press	1961	2
I Want to Be a Bus Driver	Childrens Press	1957	1
I Want to Be a Carpenter	Childrens Press	1959	1
I Want to Be a Coal Miner	Childrens Press	1957	1
I Want to Be a Cowboy	Childrens Press	1960	2
I Want to Be a Dairy Farmer	Childrens Press	1957	1
I Want to Be a Dentist	Childrens Press	1960	2
I Want to Be a Doctor	Childrens Press	1965	1
I Want to Be a Farmer	Childrens Press	1959	1
I Want to Be a Fireman	Childrens Press	1965	2

APPENDIX I--Continued

Title	Publisher	Date	Reading Level
I Want to Be a Fisherman	Childrens Press	1963	2
I Want to Be a Homemaker	Childrens Press	1961	2
I Want to Be a Mechanic	Childrens Press	1959	1
I Want to Be a Musician	Childrens Press	1962	2
I Want to Be a News Reporter	Childrens Press	1961	2
I Want to Be an Orange Grower	Childrens Press	1961	1
I Want to Be a Pilot	Childrens Press	1957	1
I Want to Be a Postman	Childrens Press	1958	1
I Want to Be a Restaurant Owner	Childrens Press	1961	2
I Want to Be a Road-BUILDER	Childrens Press	1958	1
I Want to Be a Teacher	Childrens Press	1965	1
I Want to Be a Telephone Operator	Childrens Press	1961	2
I Want to Be a Zoo-Keeper	Childrens Press	1961	1
Jamie Visits the Nurse	McGraw-Hill	1969	1
Let's Find Out About School	Franklin Watts	1961	1
I Like Trains	Harper and Row	1965	2
The Little Airplane	Henry Z. Walck	1938	2
The Little Farm	Henry Z. Walck	1942	1

APPENDIX I--Continued

Title	Publisher	Date	Reading Level
The Little Fire Engine	Henry Z. Walck	1946	1
The Little Fireman	William R. Scott	1938	2
The Little Sail Boat	Henry Z. Walck	1965	2
The Little Train	Henry Z. Walck	1940	3
Mr. Mailman	Albert Whitman	1957	1
Sailor Jack and Bluebell's Dive	Benefic Press	1961	1
Sailor Jack and Homer Pots	Benefic Press	1961	1
Sparky's Fireman	Follett	1968	2
This Is a Department Store	Follett	1962	2
This Is a Newspaper	Follett	1965	2
Where Does a Letter Go?	Harvey House	1966	3
<u>SCIENCE AND NATURE</u>			
The Acorn Tree	The Viking Press	1966	3
Adventures With a Ball: First Science Experiments	E. P. Dutton	1965	2
Animals in Winter	Thomas Y. Crowell	1963	2
A Book of Satellites for You	Thomas Y. Crowell	1962	3
The Butterflies Come	Charles Scribner	1957	3
The Clean Brook	Thomas Y. Crowell	1960	2
The Day We Saw the Sun Come Up	Charles Scribner	1961	2

APPENDIX I--Continued

Title	Publisher	Date	Reading Level
Electricity and How We Use It	McGraw-Hill	1962	3
Energy	Childrens Press	1963	2
Follow the Fall	G. P. Putnam	1961	1
Friendly Birds	Garrard	1959	1
Go With the Sun	E. M. Hale	1952	2
The Happy Day	Harper and Row	1949	1
Hide and Seek	Lothrop, Lee and Shepard	1966	2
Learning More About God's World	Mentzer, Bush	1961	3
Let's Find Out About Fall	Franklin Watts	1963	2
Let's Find Out About Fish	Franklin Watts	1965	2
Let's Find Out About Spring	Franklin Watts	1963	1
Let's Find Out About Summer	Franklin Watts	1963	2
Let's Find Out About the Sun	Franklin Watts	1965	2
Let's Find Out About Winter	Franklin Watts	1963	2
Let's Get Turtles	Harper and Row	1965	1
Let's Go	Benefic Press	1957	1
The Little Island	Doubleday	1960	2
Magnets	Follett	1962	2
Magnets and Electricity	Childrens Press	1961	3

APPENDIX I--Continued

Title	Publisher	Date	Reading Level
Mickey's Magnet	Thomas Y. Crowell	1956	1
Moon Sun and Stars	Grosset and Dunlap	1954	2
My Easy-to-Read True Book of Insects	Grosset and Dunlap	1954	3
Peter and the Unlucky Rocket	Benefic Press	1959	2
Pets	Grosset and Dunlap	1954	2
Plants We Know	Grosset and Dunlap	1953	1
Pond Life	Garrard	1964	3
Rain Drop Splash	Lothrop, Lee and Shepard	1966	1
Rockets and Satellites	Thomas Y. Crowell	1961	1
Rusty Rings a Bell	Thomas Y. Crowell	1957	1
Sandy, the Swallow	Benefic Press	1964	1
Sleepy Book	Lothrop, Lee and Shepard	1966	1
Space	Childrens Press	1965	2
Snakes	Follett	1962	3
Snow	Random House	1962	1
The Storm Book	E. M. Hale	1952	2
The Sun: Our Nearest Star	Thomas Y. Crowell	1961	2
Swimmy	Pantheon	1963	1
Tia Maria's Garden	The Viking Press	1966	3
A Tree Is Nice	Harper and Row	1956	1

APPENDIX I--Continued

Title	Publisher	Date	Reading Level
The True Book of Moon, Sun and Stars	Childrens Press	1954	1
You Will Go to the Moon	Random House	1959	1
Your Body and You	Childrens Press	1959	3
When Animals Are Babies	Holiday House	1964	2
Whistle for the Train	Doubleday	1956	2
White Snow Bright Snow	Lothrop, Lee and Shepard	1967	1
Wild and Tame Animals	Doubleday	1962	2
The Wonder of Stones	Thomas Y. Crowell	1963	3
Question and Answer Book	Grosset and Dunlap	1963	1
<u>STORIES OF CHILDREN</u>			
Ann Can Fly	Random House	1959	1
Belinda's New Shoes	Alfred A. Knopf	1945	3
Benjamin Busybody	Harcourt, Brace	1947	1
Benjie	The Dial Press	1964	2
Big Brother	Harper and Row	1960	1
Ben on the Ski Trail	William Morrow	1965	1
The Big World	Harper and Row	1949	3
Blueberries for Sal	Macmillan	1966	2
The Carrot Seed	Harper and Row	1945	1
City Boy: Country Boy	Childrens Press	1955	2

APPENDIX I--Continued

Title	Publisher	Date	Reading Level
Cowboy Andy	Random House	1959	1
Cowboy Small	Henry Z. Walck	1949	1
Don and Donna Go to Bat	Random House	1966	1
The Egg Tree	Charles Scribner	1950	3
Emmett's Pig	Harper and Row	1959	1
Frances Face-Maker	The World	1963	1
A Friend Is Someone Who Likes You	Harcourt, Brace and World	1958	1
The Growing Story	Harper and Row	1947	2
In My House	The Viking Press	1965	2
Johnny and the Monarch	Childrens Press	1960	1
Juanita Makes a Drum	Benefic Press	1960	1
Kala's Pet	Benefic Press	1963	1
Karoleen's Red Coat	Doubleday	1960	2
Kiki Goes to Camp	Doubleday	1953	1
Lambert's Bargain	E. M. Hale	1941	2
Lentil	The Viking Press	1968	3
Little Leo	Charles Scribner	1951	3
The Little Carousel	Charles Scribner	1946	2
Madeline	The Viking Press	1966	2
Middle Matilda	Alfred A. Knopf	1962	2
Mike's House	The Viking Press	1966	2
Mop Top	The Viking Press	1966	2

APPENDIX I--Continued

Title	Publisher	Date	Reading Level
My Friend Mac	Houghton Mifflin	1961	2
Nappy Has a New Friend	E. P. Dutton	1947	1
The No-Bark Dog	Follett	1962	1
Olaf Reads	The Dial Press	1961	1
One Morning in Maine	The Viking Press	1964	2
Papa Small	Henry Z. Walck	1951	1
Play With Me	The Viking Press	1966	1
A Pocketful of Cricket	Holt, Rinehart and Winston	1964	2
Pierre Pidgeon	Houghton Mifflin	1943	2
Rosa-Too-Little	Doubleday	1950	2
The Smallest Boy in the Class	William Morrow	1949	1
The Snowy Day	The Viking Press	1962	1
Swimming Hole	William Morrow	1950	1
Taka and His Dog	Benefic Press	1962	1
This Is for That	Golden Gate	1965	2
A Tiger Called Thomas	Lothrop, Lee and Shepard	1967	2
Time of Wonder	The Viking Press	1966	3
Two Is a Team	Harcourt, Brace and World	1945	1
Wait for the Rain	E. M. Hale	1952	1
Wee Gillis	The Viking Press	1938	2
Wee Willow Whistle	E. M. Hale	1947	2

APPENDIX I--Continued

Title	Publisher	Date	Reading Level
Where's Andy	William Morrow	1954	1
Whistle for Willy	The Viking Press	1965	1

APPENDIX II

LIBRARY READING RECORD

Name _____

Grade 2 Room 106

Color Code for Categories:

Adventure



Animals and Creatures



Fairy Tales, Folk,
and Fantasy



Humor and Nonsense



Occupations



Science and Nature



Stories of Children



Title of Book

Author

Color Code

_____	_____
_____	_____
_____	_____
_____	_____

APPENDIX III

November 19, 1971

Sacred Hearts School
221 Columbus Street
Sun Prairie, Wisconsin 53590

Dear Parents:

Research reports indicate the necessity of parental involvement in the early education of children. The preschool years are a very important time in a child's life. The enclosed questionnaire concerning your child's preschool experiences is a small sample of research in the specific field of reading. May I ask your assistance in considering and filling out this questionnaire? I am presently completing work toward a Master's degree in Education at Cardinal Stritch College, Milwaukee, Wisconsin, and your cooperation would be greatly appreciated.

Please check the items pertaining to your second grade child's preschool learning experiences. Kindly return the questionnaire to your child's teacher as soon as possible.

Thank you.

Sincerely,

Sister M. Eileen

Sister M. Eileen

APPENDIX IV

A QUESTIONNAIRE FOR PARENTS OF SECOND GRADERS

Part I

1. Approximately how often have you read to your child during his preschool years?
☐ Weekly or more often
☐ Monthly
☐ Rarely
☐ Never
2. While reading to the child did you ever encourage discussion about the story?
☐ Yes ☐ No
3. Did you ever recite, sing, or play records of Mother Goose Nursery Rhymes?
☐ Weekly or more often
☐ Monthly
☐ Rarely
☐ Never
4. How often did you take your child to the library?
☐ Weekly or more often
☐ Monthly
☐ Rarely
☐ Never
5. Have you ever given your child the opportunity of attending the story hour at the library?
☐ Yes ☐ No
6. Did you ever encourage your child to make his own selections of books while visiting the library?
☐ Yes ☐ No
7. Did your child ever receive books as gifts on birthdays, Christmas and other occasions?
☐ Yes ☐ No
8. What kinds of books did you select as gifts?
☐ Best sellers in children's books
☐ Books on sale at the department store
☐ Books you thought would interest the child
☐ Books recommended by the librarian
☐ Books on reading lists from school

9. Did you ever use reading as a reward?
_____ Yes _____ No
10. If you answer yes to the above question, what kind of reading did you use as a reward?
_____ Parent read aloud to the child
_____ A book was given as a reward
_____ Others _____
-
11. Did your child ever have the opportunity to go to a children's theater for the presentation of a favorite fairy tale?
_____ Yes _____ No
12. Did your child ever watch fairy tales or children's stories on TV?
_____ Yes _____ No

Part II

1. How many children's books do you have in your home?
_____ 1 to 5 books _____ 20 to 30 books
_____ 5 to 10 books _____ 30 or more
_____ 10 to 20 books _____ None
2. How many children's story records do you have in your home?
_____ 1 to 5 records _____ 20 to 30 records
_____ 5 to 10 records _____ 30 or more
_____ 10 to 20 records _____ None
3. How does reading rate in your family as group entertainment?
_____ Nightly entertainment
_____ Weekly entertainment
_____ Monthly entertainment
_____ Rarely engaged in
_____ Never engaged in
4. Are you fortunate enough to have a set of encyclopedias or childcraft books?
Encyclopedias _____ Yes _____ No
Childcraft _____ Yes _____ No

APPENDIX V

FORM FOR RECORDING CHILDREN'S RESPONSES

Name of Child _____

First Session

Name of Book	Level	Choice	Child's Comment
Set No. 1			
1. Barney's Adventure	1		
2. The Fire Cat	1		
3. The Popcorn Dragon	1		
4. Book of Laughs	1		
5. I Want to Be a Teacher	1		
6. Swimmy	1		
7. Don and Donna Go to Bat	1		
Set No. 2			
1. Curious George	2		
2. Harry the Dirty Dog	2		
3. The Tale of Peter Rabbit	2		
4. Millions of Cats	2		

APPENDIX V--Continued

Name of Book	Level	Choice	Child's Comment
5. About Policemen	2		
6. Let's Find Out About Winter	2		
7. Mop Top	2		
Set No. 3			
1. Little Frightened Tiger	2		
2. Finders Keepers	2		
3. Six Foolish Fishermen	2		
4. Gus Was a Friendly Ghost	2		
5. Airports and Airplanes	2		
6. Moon, Sun, and Stars	2		
7. Mike's House	2		

APPENDIX VI

FORM FOR RECORDING CHILDREN'S RESPONSES

Name of Child _____

Second Session

Name of Book	Level	Choice	Child's Comment
Set No. 1			
1. Hercules	1		
2. Julius	1		
3. Frog Went A-Courtin'	1		
4. May I Bring a Friend?	1		
5. Mr. Mailman	1		
6. A Tree Is Nice	1		
7. The Snowy Day	1		
Set No. 2			
1. The Case of the Cat's Meow	1		
2. Angus and the Ducks	1		
3. Johnny Crow's Party	1		
4. Fox in Socks	1		

APPENDIX VI--Continued

Name of Book	Level	Choice	Child's Comment
5. I Want to Be a Doctor	1		
6. White Snow Bright Snow	1		
7. Play With Me	1		
Set No. 3			
1. Madeline's Rescue	2		
2. Ask Mr. Bear	2		
3. The Princess and the Pea	2		
4. Magic Michael	2		
5. How We Get Our Dairy Foods	2		
6. The Little Island	2		
7. Blueberries for Sal	2		

APPENDIX VII

FORM FOR RECORDING CHILDREN'S RESPONSES

Name of Child _____

Third Session

Name of Book	Level	Choice	Child's Comment
<u>Set No. 1</u>			
1. Little Lost Lamb	1		
2. Billy and Blaze	1		
3. The Little Red Hen	1		
4. The Cat in the Hat	1		
5. The Little Farm	1		
6. You Will Go to the Moon	1		
7. Cowboy Andy	1		
<u>Set No. 2</u>			
1. The Little House	2		
2. Timothy Turtle	2		
3. Where the Wild Things Are	2		
4. The Man Who Didn't Wash His Dishes	2		

APPENDIX VII-Continued

Name of Book	Level	Choice	Child's Comment
5. The Driver of a Bus	2		
6. Hide and Seek	2		
7. Rosa-Too-Little	2		
Set No. 3			
1. Katy and the Big Snow	2		
2. The Story of Ferdinand	2		
3. Caps for Sale	2		
4. Andy and the Lion	2		
5. The Little Airplane	2		
6. The Storm Book	2		
7. A Tiger Called Thomas	2		